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ABSTRACT

Volume 1 presents a summary of the methodology, problems, and recommendations of seven projects demonstrating the coordination of public library with public schools services for disadvantaged adults. The summary covers personnel (clients, orientation of undereducated adults to library services, readers' profiles, library cards, and advisory boards); recruitment and promotion; library materials (assessment of collections, selection, acquisition, delivery, reader guidance, housing, resource centers, bookmarks, and fines); delivery (bookmobiles, mail, circulating collections, Adult Basic Education (ABE) classes and home instructors, and class visitations); in-house services (ABE classes in libraries, displays, and miniprograms), information and referral; policies (general, fines, funds, outreach services, and in-house service services); coordination (school libraries, newsletters and other publications, advisory committees, joint workshops, tours, organizational structure, funding, and obstructions to coordination); and spin-off (community awareness and planning, coordinated efforts, coping skills; materials, higher education, and continuation). Volume 1 concludes with a checklist of activities needed for coordinating and delivering usable library services to adult students. (Author/LS)

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THE COORDINATION OF LIBRARY AND BASIC EDUCATION SERVICES FOR DISADVANTAGED ADULTS

(OEG-0-72-2523)

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ANNUAL REPORT
1974
VOLUME I OF 4

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

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ANNUAL REPORT

PROJECT NO. 2-0810
GRANT NO. OEG-0-72-2523

GEORGE W. EYSTER, EXECUTIVE DIRECTOR

APPALACHIAN ADULT EDUCATION CENTER
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THE COORDINATION OF LIBRARY AND BASIC EDUCATION SERVICES FOR DISADVANTAGED ADULTS: A DEMONSTRATION OF FOUR ALTERNATIVE WORKING MODELS

VOLUME I OF 4 VOLUMES

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FINAL REPORT

Project No. 2-0810

Grant No. OEG-0-72-2523

The Coordination of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models

Volume I

George W. Eyster, Executive Director

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky

Submitted: February, 1975

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Office of Libraries and Learning Resources

Title: The Coordination of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models, Volume I

Project Director: George W. Eyster

Institution Name: Appalachian Adult Education Center
Morehead (Kentucky) State University

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Volume I presents a summary of the methodology, problems, and recommendations of seven projects demonstrating the coordination of public library with public school services for disadvantaged adults. The summary covers Personnel (clients, orientation of undereducated adults to library services, readers' profiles, library cards, and advisory boards); Recruitment and Promotion (radio, television, fliers, posters, newspapers, telephone, personal contact, recruiters--volunteer and paid, class visitations, community contacts, and field trips); Materials (assessment of collections, selection, acquisition, delivery, reader guidance, housing, resource centers, bookmarks, and fines); Delivery (bookmobiles, mail, circulating collections, ABE classes, ABE home instructors, and class visitations); In-House Services (ABE classes in libraries, displays, mini-programs, and interfiling adult and juvenile fiction and nonfiction); Information and Referral; Policies (general, fines, funds, outreach services, and in-house services); Coordination (school libraries, newsletters and other publications, advisory committees, joint workshops, tours, organizational structure, funding, and obstructions to coordination); and Spin-off (community awareness and planning, coordinated efforts, coping skills materials, higher education, and continuation). Volume I concludes with a check-list of activities needed for coordinating and delivering usable library services to adult students.

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PREFACE

This annual report is in four volumes.

Volume I
Demonstrations

Volume I summarizes activities, isolates problems, and makes recommendations from seven demonstrations of the coordination of the services of public libraries and public schools for disadvantaged adults in different geographic areas.

Volume II
Institute/Dissemination Series

Volume II reports the dissemination of the findings of the seven demonstration projects and the conduct of the related library institute series devoted to the in-service training of public librarians in services to disadvantaged adults.

Volume III
Work Agreements

Volume III contains the work statements of (a) the seven library-ABE demonstration projects; (b) the library institute projects in four states; and (c) thirty-two local libraries which have engaged in the AAEC institute-dissemination series. The progress by the end of the 1973-74 grant year of the local libraries in meeting the objectives is also included.

Volume IV
Library Service Guides

Volume IV includes all of the AAEC Library Service Guides developed under these grants as available at the time of the submission of this report.

The AAEC: Relation of the Work Reported to Associated Efforts

The Appalachian Adult Education Center (AAEC) at Morehead State University, in Morehead, Kentucky, has been engaged full-time for the past eight years in the exploration of educational services for disadvantaged adults. The AAEC is known for its demonstration and research--designed to create and test new knowledge--and for its training and change agent work--designed to disseminate new knowledge to encourage the adoption of innovation.

In 1972, the Center was cited by UNESCO. In competition with 195 other nations, the Center as the U.S. entry was one of eight programs receiving honorable mention for "meritoritous work in literacy. In a national study by Teachers College, Columbia University, the AAEC was found to have a high impact on practices in adult basic education nationally when compared with all of the demonstration projects funded since 1967 under the Adult Education Act. A longitudinal study by the USOE Office of Planning, Management, and Budget of adult basic education funded under the Adult Education Act found the AAEC to be one of the leaders for change in adult basic education.

More recently the AAEC was nominated and selected as one of seven U.S. adult literacy programs for presentation along with seven projects from around the world at the Multinational Workshop on Functional and Basic Education for Adults, January 5-10, 1975. The AAEC highlighted its library projects in four formal presentations and in informal discussions. Participants included educators from around the world as well as most of the fifty state directors of adult education.

Collaborative Development

The Center's activities could be termed a *collaborative developmental* process. The process is *collaborative* in that:

(1) The AAEC has engaged in work with decision-makers across the thirteen-state Appalachian region;

(2) It has increasingly focused its efforts on promoting and achieving interagency coordination and cooperation;

(3) It has interrelated federal, state, and local funding and agencies in services to undereducated adults. It has found, for example, that at the federal level the following agencies were willing to work with the AAEC toward services to the undereducated:

(a) USOE Bureau of Adult Vocational and Technical Education (for demonstration and training);

(b) USOE Office of Libraries and Learning Resources (for demonstration and training);

(c) USOE Right-to-Read Office;

(d) Commission on Aging;

(e) Appalachian Regional Commission

(f) presently the AAEC is applying to the Fund for the Improvement of Postsecondary Education;

(4) The Center has disseminated its findings to a wide range of service agencies all over the world.

The AAEC has been *developmental* in that it has built one project upon the findings of another, moving generally in the following sequence:

(1) adult basic education (ABE): simple basic academic skills development;

(2) ABE/GED: development of alternative education through high school equivalency (or tenth grade skills, required for true functional literacy in developed countries);

(3) coping skills: the process of applying basic skills to everyday problems, and therefore interagency coordination to maximize coping skills development;

(4) library services as an alternative delivery system for upgrading undereducated adults; and

(5) citizen information sources.

The Development of Demonstration Projects

Based upon more than 100 demonstrations, the AAEC has developed a stance concerning the purpose and conduct of demonstration projects. Its first position is that the purpose of the expenditure of federal tax dollars on demonstration projects in the public service areas is to point the way for large-scale improvement within public service fields. Hopefully, demonstration projects act as microcosms of their fields. For them to do so, their settings cannot be so unique nor their techniques so expensive that they cannot be replicated elsewhere. Problems encountered--whether resolved or unresolved--should allow for guidance in implementing programs in other settings.

The AAEC has a proven-effective procedure for developmental projects. First, sanction, problem identification, site selection, and commitment of state funding and resources come from decision-makers at the state level. Their initial and

continuing involvement helps insure adoption of successful practices by the states after the demonstration period. Selection of personnel for the local projects is the charge of the decision-makers at the local level.

The AAEC takes a second position that public service methodologies should not be recommended nationally on the basis of a demonstration at only one geographic location. Therefore, the AAEC attempts to replicate procedures in urban and rural sites, in both the northern and southern Appalachian states. Findings that are specific can be pinpointed by this method.

The AAEC takes a third position that a demonstration of a public service which does not develop into an ongoing service in its location is both a poor demonstration and a poor investment of tax dollars. Since the successfully demonstrated services raise the expectations of the community, their closure at the end of the fiscal year amounts to an unkept promise to that community. Part of the demonstration is incomplete if the service does not continue on its own merits. This is not to say that all of the AAEC's experimental programs have been ongoing past the demonstration period. This is the ideal towards which the Center works. As a consequence, over eighty percent of its demonstration projects do continue after AAEC support ceases.

The AAEC holds a fourth position: that the generation of knowledge is a useless exercise unless it is disseminated. The change agent aspects of the AAEC's work include dissemination at the awareness, interest, and trial stages through print and

nonprint, and personal contact. Many of the AAEC projects have been replicated as the result of this dissemination design both in the projects' states of origin and in other states across the Appalachian region and the nation. The AAEC attempts to design projects to insure dissemination. This demonstration project is complemented by an OLLR library institute training project (HEA IIb Training), utilizing the leadership of the four second-year demonstration sites in dissemination to thirty-two other sites as reported in Volume II. (AAEC Institute Series in Training for Public Library Services to Disadvantaged Adults, OEG-0-73-5341)

Acknowledgments

The existence of the Appalachian Adult Education Center would not have been possible without the leadership, support, and encouragement of Dr. Adron Doran, President, and Morris Norfleet, Vice President, Morehead State University.

The Center's national and international recognition and impact could not have been achieved without the help and support of many from across the nation, both in the fields of adult education and public libraries who have willingly given their time and expertise to the AAEC Project.

This Report

This report covers the second year of a study of services of two institutions serving disadvantaged adults. The two institutions are public libraries and public school adult education.

The projects reported in the volume are a continuation of the F.Y. 72-73 projects reported in the AAEC two-volume

annual report submitted for fiscal year 1972-73: Interrelating Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models. That report collated the initial project findings and experiences and the theoretical bases for these demonstrations.

This report summarizes the activities of four second-year demonstration projects (Alabama, Kentucky, South Carolina, and West Virginia), and three first-year projects (Ohio, Tennessee, and Georgia).

The report is divided into three major sections:

(1) Introduction

(2) Methods and Results

(3) Conclusions and Recommendations

For greater detail about staff, time, cost, and specific techniques, the reader is referred to the individual site reports.

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LIST OF ABBREVIATIONS AND SYMBOLS

ABE: adult basic education. Instruction in academic and coping skills to the level of high school equivalency for adults, 16 years old or older and out of school.

AEA: Adult Education Association of the U.S.A., national organization for adult educators.

ALA: American Library Association, national organization of librarians.

AAEC: Appalachian Adult Education Center

BAVTE: Bureau of Adult Vocational and Technical Education of the U. S. Office of Education.

Coping Skills: the abilities to (1) define a problem as an information need; (2) locate the needed information in the community; (3) process that information; and (4) apply the information to help solve the problem.

Delivery System: Where, when, and by whom the program is delivered.

ESEA, *Title III, Adult Education Act:* section of the Elementary and Secondary Education Act of 1966 funding adult basic education programs and special projects for research and demonstration in ABE.

GED: General Educational Development, the qualifying test for the high school equivalency diploma.

HEA *Title IIb, Demonstration and Training:* section of the Higher Education Act of 1964 funding demonstration and institute projects for public library services.

LSCA: Library Services and Construction Act, legislation passed in 1966 funding services and construction in both urban and rural public libraries.

NIE: National Institute of Education

NAPCAE: National Association for Public Continuing and Adult Education.

OLLR: Office of Library and Learning Resources within USOE which is directly concerned with HEA Title IIb demonstration and training.

R-2-R: National Right to Read Effort

UNESCO: United Nations Educational, Scientific, and Cultural Organization.

USOE: United States Office of Education.

Logo, Appalachian Adult Education Center

INTRODUCTION

The Problem

Recent studies are indicating that at lease half the adult population of the United States may be functionally illiterate--functionally illiterate in terms of being able to use the kinds of information that are necessary for survival. Those adults--over half the population--who have limited skills in reading, writing, and computing, also have limited skills in information seeking and therefore in problem solving.

Adult basic education programs are aimed at reducing functional illiteracy--at providing basic skills training, but ABE has not traditionally been concerned with teaching the application of those skills to the daily life problems of the adult learner.

Libraries, on the other hand, have been concerned with the application of reading skills to problem solving, but generally only for those people who already have well developed skills, not for the undereducated.

Assumptions

The Appalachian Adult Education Center, having studied adult basic education, the problems of the adult learner, and interagency cooperation, proposed to study the possibilities for coordination of services between adult basic education and the public library, based on the following assumptions:

(1) Both adult basic education and the public library are institutions for continuing education, sharing

an important but mostly unserved target group: the 57 million adults in the United States with less than a high school education. The education of those adults is of mutual concern to both institutions.

(2) Undereducated adults have a need for the free, reliable information source that libraries represent, for solving problems, and for utilizing the skills learned in ABE. Having grown to adulthood as poor or non-readers, disadvantaged adults generally do not recognize their problems as information needs, actively seek information, use formal or print sources of information, nor apply new knowledge to personal problems. The development of those skills--the AAEC terms them coping skills--requires more reinforcement than either either ABE or the public library can provide alone. The AAEC hoped to test the assumption that coordination of basic education and library services could contribute more toward personal independence in obtaining and using necessary information than either service could furnish in isolation.

Coordination would be beneficial, not only to the adult clients, but to the institutions as well.

(3) The services of both institutions would be upgraded through coordination.

(4) Economic necessities demand creative and innovative uses of existing resources if services are to be available to the increasing number of disadvantaged adults.

First-Year Findings

Four demonstration projects tested the AAEC assumptions in 1972-73, and concluded:

1. There are enormous needs to expand educational services to adults in the United States, both in terms of instructional and library services.

2. Despite the traditionalism rampant in both institutions, there is a swelling urgency to meet these needs.

3. Both institutions can overcome all obstacles to services to disadvantaged adults.

4. Both institutions can overcome all obstacles to coordinating those services.

5. The presence of a middleman or catalyst such as the AAEC project directors in the growth of specialized services and coordinated services speeds and eases the process.

Second-Year Projects

Those four projects were continued in 1973-74 to allow for dissemination, and to determine to what extent effective services could continue with less money and less attention from the project director. Three new sites--two urban and one rural--were also funded in 1973-74, for spread of the first-year findings, and for testing the "transferability" of those findings to new locations.

Objectives

The objectives of these second-year demonstrations were:

(1) *To define the contemporary relationship between library and basic education services for disadvantaged adults;*

(2) *To develop three new models for the interrelating of library and basic education services;*

(3) *To refine the four working models;*

(4) *To demonstrate seven working models in seven states, and*

(5) *To disseminate the models.*

The relationship between library and basic education services (Objective 1) has been explored at length in Volume II of the AAEC's 1972-73 report: The Interrelating of Library and Basic Education Services for Disadvantaged Adults. The dissemination of the models through the training institute series (Objective 5) is reported in Volume II accompanying

this report. Objectives 2, 3, and 4 are reported on the following pages: the development of three new model centers, the refinement of the four continuing projects; and the activities, problems, and recommendations of the seven working demonstrations, and a checklist for coordinating services based on the findings of the second year.

METHODS AND RESULTS

Specific methods used in developing, refining, and operating the seven demonstrations are described below, along with the results obtained from those methods and the AAEC's recommendations. More generalized results and recommendations appear in the concluding section.

This section describes methods and results in 5 major areas: selection of project sites, selection of personnel, the setting of site objectives, evaluation, and project activities, problems, and recommendations, and dissemination.

Selection of Project Sites

The local sites of the Appalachian Adult Education Center projects are chosen by the responsible state officials. At the proposal stage for this project, the state librarian and the state director of adult eduction of a given state were (1) approached; (2) introduced to the problem under investigation; (3) asked for an expression of interest; and (4) asked to get together to settle upon a local site in their state. After funding, the two state decision-makers were again contacted and asked to make the initial contact with the local site if they had not already done so.

In general, the choice of states is somewhat arbitrary. The AAEC operates experimental programs only in the thirteen states from New York to Mississippi with Appalachian counties. Considerations employed in deciding which states to contact includes: (1) A North-South spread; (2) a DHEW region spread;

and (3) in which states the AAEC has had projects recently. In addition, the proposed design of this particular project demanded that all of the sites contacted have reasonably strong ABE programs and public library services for the disadvantaged adult. Also, four of the states had to have large metropolitan areas to further the urban-rural design.

The reasons that the AAEC does not make decisions about the selection of local sites within states are two:

1. By involving state-level decision-makers from the onset, the AAEC finds there is more attention to and spread from the local project. State officials become sensitized to the problem under investigation early and are more interested in and open to its solutions.
2. It would be imprudent of the AAEC as "outsiders" to make such decisions across state lines. The AAEC could not begin to be aware of all of the subtleties of all possible program sites in thirteen states. The prerogatives and experience of the state-level people are established from the onset, although, of course, their following involvement in the actual conduct of the local projects varies with their natures and the nature of their jobs.

The proposed AAEC design for this Library/ABE project stipulated that the local programs be regional or service-area wide, in contrast to a pilot project. The thinking behind this stipulation was that there had been many pilot

projects of the interrelation of library and educational services to disadvantaged adults. The problems before the AAEC were (1) to determine if the techniques developed in the continuing sites' programs would work at AAEC's new sites; (2) to determine why these techniques were not more widely applied across service areas; and (3) to devise methods of region-wide intervention.

Figure 1 shows the geographic location of the seven Library/ABE demonstration projects, the design of each (whether urban or rural, library- or ABE-initiated), the project director and the local decision-makers involved in each site.

Selection of Personnel

After the selection of and initial contact with the local decision-makers by the state librarian and the state director of adult education, the AAEC staff makes at least one site visit to explain the proposed program in depth. The AAEC's criteria for selection of personnel are outlined at that time, but the local sites have absolute control over the selection of personnel, and the AAEC works with whomever is selected. To date the AAEC has been phenomenally lucky with this policy.

The selection of personnel by local units is appropriate from several points of view: the AAEC is interested in developing new kinds of local leadership; the center cannot presume to know who to select in local areas; local persons are more likely to remain in continuation efforts after the

3. a willingness to share resources, facilities, and staff;

4. the ability to design, carry out, and improve services that fit the needs of the community and the resources of the institution;

5. familiarity with innovative programs for disadvantaged adults in both the library and adult education fields;

6. the ability to learn from the mistakes and problems that always occur in the development of nontraditional programs;

7. being indigenous to the local area and state. This is not essential, particularly in cosmopolitan urban areas, but attitudes reflecting "one of us" do seem to help.

8. the ability to act as a catalyst, encouraging on-going staff to adapt new methodologies rather than doing everything oneself. The most effective position for personnel responsible for coordinating public library and ABE services seems to be one of producing interaction among clients, library, and ABE, rather than acting upon them.

Figure 2.

EFFECTIVE POSITION FOR THE PROJECT DIRECTOR

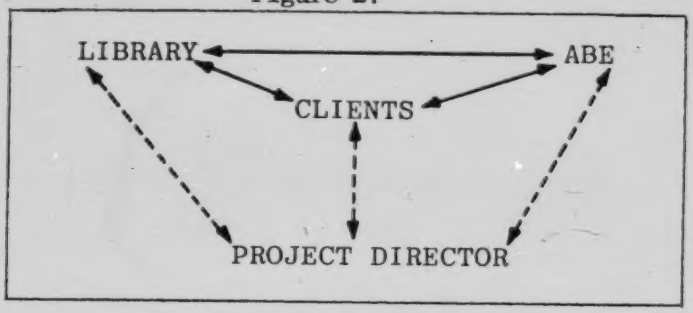
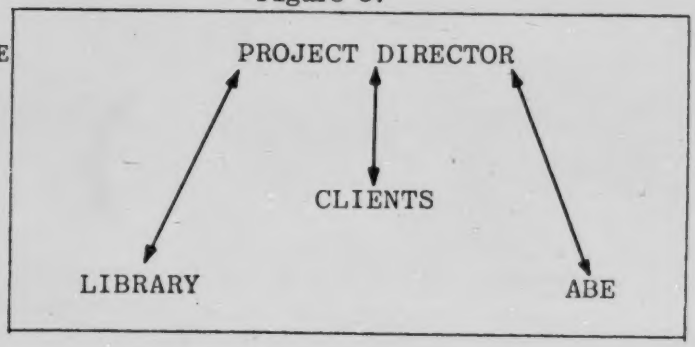


Figure 3.

INEFFECTIVE POSITION FOR THE PROJECT DIRECTOR



Work Agreements: Setting Site Objectives

The Center helps each local site develop a work agreement, which defines the extent to which the various parties will initiate and support the local project. The process for developing the work agreements is outlined in Volume II.

The concensus of the community planning group forms the model center work statement, and upon review by all involved, the work agreement represents a collaborative management-by-objectives, a schedule of activities, the evaluation design, and a part of a formal sub-contract with the AAEC. Finalized work agreements for all projects are provided in Volume III of this report.

In 1973-74 the sub-contracts were reviewed by USOE, periodically monitored by AAEC staff, and reviewed in the interim reports.

It should, however, be emphasized that work agreements are flexible. They can be changed at any time by mutual consent. The flexibility of this approach--a developmental process itself--represents the marked difference between demonstration and research projects.

Evaluation

Data collection for internal evaluation is a built-in part of each objective in each work agreement. Figure 4 is an example of the data collection system for each demonstration objective.

The AAEC also requires interim and final reports from each of its project sites, providing them with guidelines for

writing the reports and with forms for data collection. (Appendix G shows the AAEC guidelines for project interim and final reports.) (Copies of the seven interim and final demonstration reports for 1973-74 were previously submitted to USOE.)

Model Center: Memphis, Tennessee Project Director: Norma Richey Date: May 30, 1974

Objective: #8 - To provide in-service training to adult education and library staffs.

Tasks or Activities: Steps for fulfilling objective.	Who Did the Task: Project Staff Pro / Para*	Library Staff Pro / Para	ABE Staff Pro / Para	Number of Hours Spent	Hourly Rate
1. Arrange for teachers to come to library in small groups. Introduce Project staff at some in-services.			X	10	$9.00
2. Write up letter of explanation and instructions for all ABE teachers and one for all evening high school teachers.	X			6	5.25
3. Print multiple copies of above letter, branch schedules, readers' logs, coping skills, film-strip list, etc. for teachers.		X		5	3.75
4. Assemble packets for teachers.	X		X	8	3.00
5. Hold 16 in-service training sessions for teachers.	X			64	5.75
6. Explain Project to Main and to branch staff at various meetings.	X		X	12	5.75 average
7. Visit each of the 17 branches.	X			35	5.75
8. Attend WTLA (twice), TAEA (twice), NAPCAE/AEA, TLA, and Nashville workshop, and learn what others are doing	X			42	5.75
9. Read professional literature on adult education and library services to the disadvantaged.	X			40	5.50

CASH OUTLAY:	FROM:	TO COVER WHAT EXPENSES?
TOTAL HOURS: 222	TOTAL COST: $1,264.00	Narrative of Problems and Solutions on next page

* "Pro" = Professional staff; "Para" = Paraprofessional staff.

Figure 4.

REPORTS FROM SEVEN DEMONSTRATIONS OF LIBRARY-ABE COORDINATION:

A SUMMARY

Each of the seven demonstration projects (first-year projects in Tennessee, Georgia, and Ohio; second-year projects in Alabama, Kentucky, South Carolina, and West Virginia) submitted interim and final reports detailing their activities in Fiscal Year 1973-74. Those reports have previously been submitted to the Office of Libraries and Learning Resources. Copies are available from the Appalachian Adult Education Center.

Activities, problems, and recommendations from the seven demonstration projects are summarized on the following pages in three columns. The first column summarizes the activities of the seven projects. The states' abbreviations in parentheses indicate which projects engaged in that activity. The second column identifies problems encountered, and the third column give recommendations from the project directors and the AAEC based on the demonstration experiences. A summary chart follows the narrative. Illustrative data, publications, and products are referenced to the attachments.

The summary is divided into the following ten areas:

(1) PERSONNEL

(2) CLIENTS

(3) ADVISORY BOARDS

(4) RECRUITMENT AND PROMOTION

(5) MATERIALS

(6) DELIVERY

(7) INFORMATION AND REFERRAL

(8) POLICIES

(9) COORDINATION

(10) SPIN-OFF

PERSONNEL

ACTIVITIES

LIBRARY ADMINISTRATION	State, regional, and local librarians and supervisors participated in orientation sessions, site selection, and community planning sessions.
LIBRARIANS	Librarians met with adult educators in workshops and conferences. Each visited the other's program and facilities in all seven sites. The personal contact led to understanding of each other's roles, and to interpersonal cooperation. Meeting with students and discussing their needs was perhaps the most beneficial exposure provided to librarians.
LIBRARY VOLUNTEERS	Finding and using volunteers was difficult for librarians. One project reported that volunteers were willing to work at "in-house" activities, but feared work in disadvantaged neighborhoods.
ADULT EDUCATION ADMINISTRATION	State and local adult education supervisors participated in orientation sessions, site selection, and community planning sessions in all seven sites.
ADULT EDUCATION TEACHERS	Cooperative orientation sessions were conducted by the library in regularly scheduled adult education staff development and in-service training.
	Projects used the ALTC Library Orientation Kit for Adult Students: Your Public Library.
	Teachers requested coping skills materials from library bibliographies compiled by the demonstration projects.

PROBLEMS	RECOMMENDATIONS
It is as difficult to compare librarians and adult educators as it is to compare their institutions. Adult education is a speciality of the public schools. Adult education teachers are specialists in service to the disadvantaged. Librarians rarely are. Developing specialists in library services to disadvantaged adults requires realignment of service priorities and time allocations by the whole staff.	The commitment of the library board of trustees is important to developing services to the disadvantaged.
Finding the time and energy for visitations and orientations to expose public librarians to adult education programs is a major problem. Small rural and branch librarians have to close to participate. These time constraints limit involvement and effectiveness.	Visitations are important, and must be scheduled carefully. Visitation and training which involve the total library staff, although difficult to achieve, are by far the most effective.
Librarians did not have or did not make the kinds of community contacts with potential sources of volunteer help that are necessary to initiate a program.	Two possible solutions to the use of volunteers might be: 1. Using volunteers in the library to release the staff for community workshops and meetings with adult education programs. 2. Capitalizing on existing training programs to prepare volunteers to work in communities. (Reference: Library Service Guide #5, "Utilizing Volunteers in expanding Library Services to Disadvantaged Adults."
Occasionally decision-makers sent representatives; this tends to limit commitments.	
Print was generally ineffective until coupled with personal contact. Most adult education teachers are "moonlighters" from regular school schedules. Orientation sessions are difficult for them in terms of time and energy.	Orientation sessions and cooperative workshops are important in developing cooperative services. Time, travel, and content need to be carefully planned.
Teachers failed to carefully instruct students in the use of the handviewer, which was part of the orientation kit.	Many methods and media should be used to "get the message across" to adult learners: the public library has materials and services you can use to help with everyday problems.
Teachers and their students, although interested in coping skills materials, stress basic skills in instruction and view the application of those skills through work in coping skills areas as intervention in the instructional program.	Orientation, training, materials, services, and follow-up are needed to encourage teachers to incorporate coping skills materials into their instruction.

ACTIVITIES

Teachers recognized the value of coping skills materials as important complementary instructional materials, and the potential of the public library to provide help and service to teachers and students.

CLIENTS

The demonstration projects served thousands of disadvantaged adults in different ways (see "recruitment" and "delivery"). Contacts were both direct and indirect, and many agencies were involved. It is impossible to state the number of people served.

DIRECT CONTACTS

Direct personal contacts with clients included orientation sessions for adults, field trips to libraries, rotating collections of coping skills materials and instructional materials, book-talks, films, and presentations.

The following lists some of the places where librarians made direct contacts with adult clients: Adult education at the Library Center, correctional institutions, adult education classes, rehabilitation centers, WIN--Work Incentive Programs, OIC--Opportunity Industrialization Centers, hospitals, senior citizens, Appalachian Identity Center, bookmobiles, multi-media vans, home visitations, block-walks, personal support with rotating collections, interviews, library reading programs for children and parents, readers profiles, interviews in classes.

ADULT EDUCATION TEACHERS

Adult education teachers provided orientation to the library in adult classes and provided students and their families with library cards.

PROBLEMS	RECOMMENDATIONS
Teachers are oriented to program and student goals in isolation from other agencies and services. Their requests emphasize additional instructional materials and media.	
Circulation figures in libraries involved showed considerable increase, but it is impossible to ascertain that those increases were due to the involvement of new readers from the disadvantaged population. The mechanics necessary to identify patron groups could not be developed in a sophisticated fashion. Circulation volume and processing prohibited the effective use of a coding system to identify use by library/ABE clients.	Computerized processing of library identification systems would help in analyzing patron groups.
	Direct personal contact of library personnel with new readers through orientation sessions and direct services is perhaps the most effective way of serving the disadvantaged. All other mechanisms serve only to open lines of communications or support and reinforce established personal contact. Direct personal contact enables the librarian to obtain specific information about the needs of clients and the best ways to serve them. Outreach is essential.
Most teachers need training in how to provide orientation and information.	Every adult education teacher should be acquainted with the local public library and its services. Every adult education student should be prepared to use the library service as an important source of needed information before they leave the adult class. Library usage should be an important behaviorial objective of every adult basic education program.

ACTIVITIES

ORIENTATION TO LIBRARY

The AAEC developed, by subcontract, two orientation films, 35mm slides and tapes, one urban and one rural, to encourage disadvantaged adults to use library services.

The films were designed to function as prototype materials with potentials for use everywhere when a few slides were changed to fit the local situation. The films were field tested in all sites and adapted or redesigned in several sites (AL, TN).

The films had limited use other than in some project sites and as prototypes for demonstration purposes.

The materials were valuable, however, and the message important enough to warrant consideration of re-developing the materials for broader distribution and demonstration. The AAEC prepared for manufacture materials for a single concept page of low readibility print, a film and a handviewer, for a Student Orientation Kit entitled: Your Public Library. Field tests of these materials have been reported in the dissemination section of this report. The materials are being used in many library and adult education programs throughout the nation as well as in all the project sites.

The average time necessary to discuss and to utilize YOUR PUBLIC LIBRARY single concept film and handviewer is 20 minutes. It can be used anywhere and many times. Three thousand units are currently in use across the United States and the system is being demonstrated abroad. Many requests and orders are being received by the manufacturer.

READERS PROFILES

Readers profiles were developed to assist librarians in selecting materials, filling requests, and meeting student needs. (SC, WV, AL) Readers profiles were most effective when complemented by personal conversations and informal discussions with the client.

LIBRARY CARDS

Library cards for adult students and their families were provided as part of teacher and librarian orientation sessions. Sensitive presentation of the library card represented the first step in involving the client in library services. (OH, GA, SC, WV, TN, KY)

PROBLEMS	RECOMMENDATIONS
Field tests showed limited potential for use of the 35mm slides and tapes in adult education classes. Having only two sets of materials restricted the number of times the films could be shown. Tape recorders and projectors were not always available, and classroom personnel were not always able to use the equipment.	The need for adult student orientation to public library services exists in every adult basic education center and among most disadvantaged adults. Since time in the classroom is so valuable, materials needed to accomplish the orientation should be simple and efficient.
The quality of the film and sound did not meet the criteria set by the AAEC agreement with the subcontractor, and the contract was terminated. Existing materials were used as prototypes for site film productions.	The AAEC Student Orientation Kit, YOUR PUBLIC LIBRARY, has proved to be efficient and is being used under many conditions. A sample kit and a report on its utilization appear in Volume II, which accompanies this report.
The utilization of lengthy films and time in preparing and in presenting productions disrupted classes and interfered with teacher/student instructional goals.	
Without personal contact, the effectiveness of the readers profile is questionable. Matching names of unknown clients for uncertain delivery is inefficient and costly. Often selection categories are too broad, e.g., "science."	Readers profiles have proven to be useful when developed through personal contact and/or counseling, but discussions with teachers and students in selecting a collection of materials for a rotating collection for classrooms and bookmobiles seem more efficient forms of service. Collections can be strengthened in personal contact with students as they select materials.
Time for processing cards and clearing old fines complicated efforts to distribute cards to clients.	The use of readers profiles, distribution of library cards, the use of bookmarks and questionnaires are secondary in cost and effort to personal contact. They are also secondary in effectiveness.

ACTIVITIES

One project distributed 1800 applications for library cards, 57 were returned. A second project issued 200 library cards directly and personally, which led to increased usage and spread to family members. However, Tennessee issued 1531 library cards through ABE applications.

ADVISORY BOARDS

All projects were guided by advisory boards. The size of boards ranged from ten to twenty-five persons. The boards were involved in planning and reviewing progress.

Board members:

(1) served as sanctions for the demonstration projects among other agencies;

(2) provided resources of all kinds: personnel, materials, transportation;

(3) assisted in project recruitment and dissemination;

(4) and provided a clarification of interagency objectives, roles, and constraints in cooperation efforts.

Board members represented a variety of agencies which varied from community to community, but generally included the following:

State Librarian
State ABE Director
Local Head Librarian
Local ABE Program Director
School Superintendent
University Library Science Representative
Library Staff
ABE Supervisors
Regional Librarians
Teachers
Paraprofessionals
Citizens (ABE graduates)
Media Representatives
Inter-agency Representatives

PROBLEMS	RECOMMENDATIONS
Unless there is careful planning and preparation for initial meetings, and unless decision makers are involved, success is not likely. Without preparation, meetings may be threatening to those participants who do not bring to the meeting a commitment to or knowledge of the needs of the disadvantaged.	All library/ABE projects should be initiated through an advisory committee representative of decision makers, community agencies, and clients. Where possible, the involvement of total staffs is desirable.
	A community planning session which yields a work agreement (collaborative management by objectives) is essential.
Board members were often unaware of the scope and nature of the problems of undereducation and disadvantagement in their communities.	Dissemination of progress through the board and its decision makers offers greatest potential for continuation and replication.
	Boards should be given a community assessment, so that agreements are based upon a mutually understood problem. (AAEC Library Service Guide #2, ASSESSING COMMUNITY INFORMATION SERVICE NEEDS)

ACTIVITIES

RECRUITMENT AND PROMOTION

MEDIA

All project sites engaged various media to recruit adults to both libraries and ABE.

Station managers and representatives were asked to participate in community planning sessions and to serve on advisory boards.

RADIO

Radio was used by most projects in a variety of ways: talk shows (TN,WV,KY,OH) and use of the AAEC's ABE recruitment record for radio.

TELEVISION

Project directors also used television in a variety of ways: talkshows, announcement cards, and public service announcements (AL, TN).

FLIERS & HANDOUTS

BROCHURES & LETTERS

Fliers and handouts were developed to recruit adults to both libraries and adult education (OH, TN). Materials were hand-delivered to adult education classes, made available in libraries and supermarkets, in mailings and paychecks, on bookmobiles, and sent home with school children.

Letters were useful in contacts with community leaders (TN), but seemed to have little impact with adult clients (TN, OH, WV).

POSTERS

Posters were used in neighborhood centers, churches, shopping areas, libraries, theaters, ABE classes in all sites. Some had containers for return cards (OH).

NEWS RELEASES

Newspapers provide excellent opportunities for regular promotion and recruitment announcements. All of the projects used news releases with varying success.

PROBLEMS	RECOMMENDATIONS
	The problems of recruitment and promotion were experienced in all sites. (Reference: AAEC Library Service Guide #12: Recruiting Disadvantaged Adults)
Radio station managers object to the notion that they are required to do public service announcements. They are not required to do spots, but most are willing.	Librarians must get to know station managers personally, and become acquainted with scheduling and preparing materials for use by radio stations. The AAEC recruitment soundsheet ("Open the Door") was field tested as a highly effective device. It has been used around the nation and is available from the AAEC.
Maintaining calendars and timing, critical in TV, are difficult tasks for the already overburdened librarian. Preparation of graphics and production notations are difficult and time consuming.	As with radio, librarians must become personally acquainted with television station managers. The library must be willing to prepare graphics and announcements to fit station requirements.
Layout, graphics and production requirements are difficult for librarians to manage. Printed materials appear to have little impact unless linked with a human being or used as a follow-up technique of a personal contact.	The use of fliers, brochures, and handouts can be especially effective if a person delivers them to the client directly. Sample fliers and brochures are attached as Appendix A. (AL, TN, OH)
Posters require periodic change and personal support.	Posters designed to appeal to special group interest can be effective.
Scheduling, preparation, and contact with editors require continuity, which the busy librarian may have difficulty in managing.	Sample news releases are attached as Appendix B.

ACTIVITIES

TELEPHONE

The telephone was used in most projects for recruitment and promotion with varying degrees of success. The telephone seems most useful only after a personal contact has been made and the call was used as a follow-up.

PERSONAL CONTACT

Personal contact has proven to be the most effective and efficient recruiting method. (OH, AL, SC, TN, KY)

FRIENDS

Asking successful, well-served clients to urge their friends to use library services is one of the most effective methods of recruiting the disadvantaged.

VOLUNTEER RECRUITERS

Volunteer recruiters, from either the library or the adult education program, can recruit to both institutions and assist in the delivery of promotional and other materials to clients' homes. (AL, SC, OH) Volunteers can be recruited from: university and college students (AL, SC), Church Women United (AL and other church groups), volunteer bureaus (WV), and homemakers clubs.

PARAPROFESSIONAL RECRUITERS & HOME INSTRUCTORS

Paraprofessionals employed as teacher-aides in schools were used as recruiters in Tennessee. Paraprofessional home instructors working out of adult education programs and libraries (KY) recruited clients to library services and delivered materials to clients' homes.

LIBRARY STAFF

Library staffs have recruited disadvantaged students in many ways, including personal approaches in classrooms and in community walks where they have called upon homes of potential patrons.

PROBLEMS	RECOMMENDATIONS
The telephone call is often suspect. Many people do not have telephones.	We have not learned how to use the telephone effectively and must rely upon the instrument as a follow-up device. The client must expect and have confidence in the call. Agencies, the mails, and brochures can alert the client to expect a call.
Personal contact can be expensive.	Libraries can provide the successful client with appropriate materials and be prepared to meet and serve his or her friends. The library might hire a library user from the disadvantaged community to serve as a recruiter and liaison.
Programs need to provide formal, comprehensive pre-service and in-service training for all recruiters. Training programs are time consuming and expensive. A paid or unpaid volunteer coordinator is essential.	Training of all recruiters is important. Utilizing existing training programs and activities conducted by other agencies can be of help. (Reference: AAEC Library Service Guide #5, Using Volunteers in Expanding Library Services to Disadvantaged Adults. The AAEC is completing work on Guide #12, "Recruiting Disadvantaged Adults.) The Alabama handbook, The Training and Use of Volunteer Recruiters, is available in the Huntsville Adult Learning Center.
The use of trained paraprofessional recruiters is expensive.	Paraprofessional home instructors are beginning to be used in many sections of the country in adult education. Linking public library services with home instruction programs provides a direct method of recruitment and services to disadvantaged adults.
It is difficult to isolate the time of the librarian to conduct a personal contact campaign. Many librarians require special training in techniques of home visitations and in talking with the disadvantaged adult.	Many branch libraries are not open in the mornings. An hour or two each week can be used for out-of-the-library contacts.

ACTIVITIES

CLASS VISITATIONS

Librarians visited many adult education classes and recruited ABE clients. Recruitment materials and demonstration library materials were used.

Classroom visitations included use of locally-produced library orientation films (TN, GA), and the AAEC-produced film and handviewer, "YOUR PUBLIC LIBRARY."

Book Talks, used upon request, involved and interested adult students (SC, AL, TN), showing the use of library materials for solving adult problems.

Visitation offered opportunities to distribute thousands of library cards to students and their families (all sites).

Bookmobiles decorated with colorful advertisements coordinated with recruitment campaign materials stopped at ABE classroom sites. (KY, TN)

COMMUNITY CONTACTS

Community contacts were important in recruiting and promotion. Activities varied in project sites, and included community surveys; advisory board formation and meetings; community planning sessions; receptions for ABE graduates; inter-agency orientation sessions for adult education instructors; library orientation sessions and discussions at adult education workshops and staff development activities (OH, TN, AL, SC); contacts and subsequent services provided by other social service agencies, e.g., home visitations; business and industry coordination; library special interest collections (GA, TN), speeches and presentations to service clubs and inter-agency meetings.

FIELD TRIPS

Field trips for adult education classes were scheduled at each site with variable success. Highly structured planning with teachers and students seemed to insure success (TN, GA, AL, SC).

PROBLEMS	RECOMMENDATIONS
Isolation of class time and difficulty with equipment.	Orientation films are best when adapted to fit the local site. The AAEC Student Orientation Kit was an excellent device.
In-house booktalks failed to draw clients to the library.	When programs feature speakers from other agencies, the library should select and deliver related materials.
In some instances the processing of library cards created problems in the library.	Library cards should be available by the easiest route for the clients.
Finding methods of advertising bookmobile schedules that will reach the ears of disadvantaged adults.	Often bookmobile recruitment and delivery to disadvantaged adults can be made immediately available by simply changing schedules and routes.
Mutual confidence among agencies is difficult to achieve, but essential to success.	Insure confidence and confidentiality in developing inter-agency linkages.
Field trips were plagued with transportation and logistics problems.	Other agencies including schools and CAP agencies can help solve transportation problems. Careful planning with teachers and orientation sessions with students are essential.

ACTIVITIES

ASSESSMENT OF LIBRARY COLLECTIONS

Assessments of existing holdings by coping skill area and reading level were done in the Kentucky, Georgia, West Virginia, Alabama, and Ohio projects. Bibliographies of recommended adult materials were used to identify and to develop bibliographies of adult coping skill materials to be given ABE teachers and other librarians. Two types of bibliographies were developed: (1) a listing of existing materials (ALA), and (2) recommendations for selections based on project staff. (WV, AL, TN, GA) Bibliographies developed were widely disseminated to both ABE and library staffs in the respective states.

SELECTION

The AAEC has invested three years of study in the development of needed coping skill areas for disadvantaged adults. The life coping skills categories, or information need subject areas, are in their 12th revision, and reflect continuous research in the identification of information needs of disadvantaged adults.

AAEC has developed a list of free or inexpensive print and nonprint materials in coping skill areas to aid librarians and ABE personnel in the selection of materials for disadvantaged adults. AAEC has also asked its demonstration staffs to develop bibliographies based on their experiences in reader guidance.

AAEC project staff has developed a set of criteria for the selection of coping skill materials:

(1) free or inexpensive

(2) adult content, easy to read or use

(3) fairly large print

(4) highly illustrated

(5) limited number of pages

(6) specific how-to-do-it information

(7) highly informational--little theory or abstraction

(8) headlines throughout

PROBLEMS	RECOMMENDATIONS
Assessment criteria need clear definition. Without it, extraneous fiction materials may be confused with coping skill information.	Training in assessment criteria and advice from the community is needed.
Assessments were difficult and too time consuming to be effective in larger urban library systems; select areas need to be designated for assessment.	Assessment procedures require careful planning to maintain a realistic cost/benefit ratio. Existing special collections, such as the Ohio Career Collection, cabinet collections, and young adult materials are logical starting places.
	Dissemination of bibliographies is essential to the development of services for disadvantaged adults.
Little material is available in some coping skill areas, particularly nonprint material.	Selected material in coping skill areas should reflect an awareness of the need for problem-solving information in each community.
	Selection of materials must fit the information and reading level needs of the student.
"Hands on" experience, in addition to specific criteria, is almost essential to solidify knowledge of what is meant by "coping skill" material.	AAEC documents generated to aid librarians and adult educators in the selection of materials in coping skill areas appear in Volume II accompanying this report: Materials Selection for Disadvantaged Adults Use of Pamphlets with Disadvantaged Adults Deposit Collections for Disadvantaged Adults

ACTIVITIES

ACQUISITION

Adult content easy to read and use materials were acquired after an assessment of existing holdings to identify gaps in coping skill informanton areas.

Funds for the purchase of new materials came from the special demonstration budget. Project funds were augmented by Title IIa funds received by Morehead State University's Johnson Camden Library. This dovetailing of Title IIa funds is unique use of federal funds. Acquisitions were made either through regular channels (OH, WV), or were purchased directly by project staff (AL, TN, SC, KY, GA).

The Georgia project arranged the sale of paperbacks at cost to ABE students and families. The Tennessee project had local library funds supplemented by state library funds for the development of a 1000-volume collection for disadvantaged adults.

Sources of materials which proved valuable to project staff in the acquisition of materials were: (1) National Multi-Media Materials Center; (2) Educator's Progress Service Index, as a source of free pamphlets; (3) Superintendent of Documents, Government Printing Office; (4) state and regional library lists; (5) Public Affairs Pamphlets; (6) AAEC Coping Skills Materials List; (7) bibliographies developed by previous demonstration projects; and (8) various publishers of adult content/easy to read materials, including Steck-Vaughn, Holt,Rinehart and Winston, Follett, New Readers Press, Noble and Noble, Reader's Digest Services, Scholastic Book Services, and McGraw Hill. Materials were also available from a wide range of agencies and organizations (such as the American Medical Association) which publish problem solving informational pamphlets on an adult level. Other sources which proved valuable in the acquisition and selection of special materials are: J. R. Palmer's Read for Your Life, Helen Lyman's bibliography, Materials for the Adult New Reader, Fader's Hooked on Books, Easy Reading for Adults, New York Public Library, Books Behind Bars by Virgil Gulker, and Reader Development Program, compiled by the Philadelphia Free Public Library.

Types of materials acquired included filmstrips, cassettes, newspapers, magazines, paperbacks, pamphlets, games, and records.

PROBLEMS	RECOMMENDATIONS
Assessments are time consuming but necessary in terms of budget constraints. Assessments also solidify knowledge of assessment criteria for future selection.	Assessments are necessary, at least for vertical files, special collections, and young adult non-fiction. Use existing materials and develop new ways of using, housing, displaying and delivering them.
Acquisitions made through regular library channels were time consuming and limited quick access to materials by ABE students. Direct ordering by project staff made materials available sooner.	Coordination of funds and resources between university libraries and library special projects are beneficial to the development of special collections. Ultimately the client benefits most.
Paperback sales appear to be not worth the effort based on response.	Paperback exchanges may be a viable alternative in some communities.
	Non-traditional and flexible methods of acquiring materials for coping skill collections are necessary.
	Processing should be kept to a minimum because of the inexpensive nature of the materials.
	Identification of information need should be a continuous process with ordering based on need.
	Ordering of multiple copies of inexpensive pamphlets is recommended.

ACTIVITIES

DELIVERY

Innovative ways of using existing systems to deliver adult content easy to read and use coping skill materials were demonstrated. The emphasis was on outreach delivery.

Deposit collections in ABE class sites were instituted in Tennessee, West Virginia, Alabama, South Carolina, and Georgia. Because of problems involved, project staff often had to take and return materials on the same night.

Coping skill collections were established on bookmobiles in Kentucky. A special pamphlet rack was made to display materials in the front of the bookmobile. In Tennessee, the multi-media van used during the day for children's outreach services was used at night to serve ABE classes. Film programs were organized from the van for ABE classes. Students also visited the van outside the classroom during class breaks.

Library tours (KY, AL, GA, TN) were done to introduce ABE students to library services and materials. Library cards were offered during tours and at class sites.

READER GUIDANCE

Adult content easy to read and use materials were selected on the information needs of disadvantaged adults identified by library staff and ABE staffs. A list of information needs or coping skill categories was developed by AAEC. This list was used as a guide in identifying ABE student information needs through reader checklists. Upon identification of need, project staff selected appropriate materials for each individual student. The student's reading level was listed on the reader checklist by the ABE teacher to aid in selection. Materials were then given to students at class sites. Identification of student information need was also done through interviews and by library staff members talking with teachers.

PROBLEMS	RECOMMENDATIONS
A priority for expanding services to disadvantaged adults must be established to facilitate innovative services. Commitment to joint services must be effected to make the sharing of resources viable.	Assessment of service needs in terms of the need for opening the library at night, night bookmobile runs, deposit collections, and library tours must be done before services are designed. ABE personnel and students should be interviewed to determine needs and to offer alternatives for their consideration. Gathering suggestions for services from both is essential to develop commitment to services.
Most ABE classrooms are regular day classrooms borrowed for a few hours, and lack any permanent shelves to leave materials on. Teachers were unwilling to take responsibility for deposit collections left in the classrooms.	School principals should be consulted to see what arrangements can be made to allow storage of books for night ABE classes. Coordinate with the school library to house materials.
Multi-media van visits to ABE classes had to be scheduled around other library program scheduling. Van staffing was part-time and compounded the scheduling problems. Mechanical and technical problems during film programs required close supervision for the maintainence and repair of films.	Communication between regular library staff and extension outreach staff on special project goals and problems is important to the smooth operation of expanded services.
	Regular staff, if conducting library tours, should be aware of the special needs of disadvantaged adults.
There is a scarcity of easy to read and use materials in certain information need areas. Nonprint is more difficult to find and more expensive.	Selection of materials must be based on information needs determined during student interviews. Personal contact by project staff with both students and ABE teachers is essential to appropriate reader guidance.
Reader checklists proved too impersonal to be valuable without personal contact. Personal contact was more valuable in identifying information needs and in establishing rapport. Students were often not present when indivually selected materials were delivered to ABE classes.	
The categories of information need on the checklist were often too broad or too narrow to make individual selections from student's responses.	

ACTIVITIES

A tally of reader checklists given to ABE students was done to ascertain the most frequently requested information need areas. Project staff used tally data as a basis for selecting materials.

PROBLEMS

Data available for tally was limited since tally was based on reader checklists given to a small number of ABE students.

Personal contact requests were also used in identifying of information needs, but are not documented in print.

RECOMMENDATIONS

The Alabama urban (Birmingham) project serving many blacks, the elderly and jail inmates found the following information needs to be prevalent:

(1) Black History and ethnic studies

(2) religion

(3) Self and others

Important information needs in the urban, black service area of the Columbia, South Carolina, project were:

(1) money management

(2) consumer education

(3) self and others (sex) (self-improvement)

(4) education

(5) veterans benefits

The rural 4-county area of Northeast Georgia found (1) consumer education, (2) insurance, (3) taxes, and (4) legal rights information to be important information needs.

The Floyd County, Kentucky, project found (1) jobs, (2) money management, (3) cooking, and (4) auto repair to be important information needs.

The highly urban Ohio project in Cincinnati, serving elderly , mixed ethnic groups (Blacks, Appalachians), found (1) education, (2) self, (3) jobs, (4) home management, and (4) legal rights to be important information needs.

ACTIVITIES

HOUSING

Projects in Georgia and Tennessee interfiled adult and juvenile non-fiction (above the fourth grade level).

Coping skill materials were shelved separately in the Alabama, Tennessee, Ohio, South Carolina, and Kentucky projects, although for different purposes. South Carolina, Alabama, and Kentucky developed a separate collection for staff retrieval during outreach delivery. Tennessee developed a separate collection (called the Life Skills collection) for general public use. Ohio housed its special collection in the ABE learning center incorporated into a branch library. The West Virginia project processed its special materials through regular library channels and shelved them with the regular collection.

Both Tennessee and Ohio developed a color coding system to facilitate retrieval for the adult learner. The Dewey Decimal System was avoided. Tennessee also labelled shelving with coping skill categories and shelved materials face-up.

PROBLEMS	RECOMMENDATIONS
	The urban Tennessee project in Memphis, serving 10,000 ABE students, found (1) jobs, (2) cooking, (3) Black History, biography and literature, (4) sex education, (5) drugs and drug abuse to be important information needs.
	The three rural counties surrounding Huntington, West Virginia, constituted the service area of the West Virginia project, which found (1) vocational training, (2) career planning, (3) job finding, getting and keeping, to be key areas of information needs.
There were mechanical and logistical problems in terms of staff time and resources to do interfiling tasks.	This organization of materials places books where the adult learner is comfortable in terms of reading level and content, and facilitates retrieval as well.
	Librarians have found shelving easier when adult and juvenile ~~non-fiction are interfiled.~~
Shelving materials with the regular collection impeded retrieval for both project staff and adult learners. Since most materials consist of pamphlets and paperbacks, they tend to get lost in the general collection.	Separate collections are an effective, efficient way of making materials available to ABE students.

ACTIVITIES

The Tennessee project ordered large paperback racks to solve housing problems at the main and eight branch libraries.

Coping skill materials displays were visible and accessible. Most materials were displayed face-up to promote interest.

Dated magazines were put in large boxes and placed on the multi-media van and bookmobiles.

RESOURCE CENTERS — Project staffs in Georgia and Ohio developed a collection of resource materials for ABE personnel including professional materials and samples of coping skill materials for class use.

BOOKMARKS — Bookmarks, asking for student reaction to the materials, were used in Kentucky and West Virginia, but only a small percentage were returned.

FINES — Fines for overdue project materials were eliminated in the Tennessee project.

DELIVERY

OUTREACH SERVICES
SECOND LEVEL

MULTI-MEDIA VAN; BOOKMOBILE — Multi-media vans visited schools and ABE programs (TN). Bookmobiles visited classes, homes, shopping areas, county fairs, welfare offices, and other places frequented by disadvantaged adults.

MAIL — Mail deliveries were made successfully in the rural Kentucky project, where linkages with clients through the bookmobile telephone increased circulation. Mailing in the urban Ohio project was not successful.

[illegible] — Circulating and deposit collections were [illegible] welfare offices, [illegible]

PROBLEMS	RECOMMENDATIONS
	Disadvantaged adults need materials they can read and use in accesible locations.
The idea of giving away magazines caused concern that giveaways would be confused with magazines that do not circulate.	Unforwardable magazines from the post office can be used in the library and on the bookmobile. No problems have arisen from magazine exchanges.
Many ABE teachers are not library users, and need introduction to the library, either through in-service training by librarians, or through one-to-one visits to libraries.	ABE is a marginal field, and moonlighting teachers need additional help in developing instructional techniques for adult students.
Students were hesitant to react in writing, because of limited skills.	Student reactions to materials are best gathered verbally.
Some central library staff members were confused about the policy of waiving fines for some materials and not for others.	Fines for materials such as paperbacks and pamphlets should be eliminated, since one bad experience may turn off the disadvantaged adult to library use.
Scheduling and preparation with teachers and matching materials to student requests and needs in cooperation with ABE teachers were difficult. Book returns, overdue fees and other processing problems made operation of the mobile units difficult.	Careful planning with adult education program instructional staff will help efficient delivery of services by mobile units. The AAEC has published a library services guide on bookmobile services to the disadvantaged.
Mail delivery promotion and processing is time-consuming, but not expensive when linked with other library delivery systems.	Reference: AAEC Library Service Guide #6, Books-by-Mail: Moving the Library to Disadvantaged Adults
Clients were most apt to respond to personal delivery and personal attention.	Whenever possible, a person should be available to assist and encourage potential clients to review materials. Reference: Library Service Guide #4, Deposit Collections of Special Materials for Disadvantaged Adults.

ACTIVITIES

ABE CLASSES — Librarians worked directly in school ABE classes doing assessments, orientation sessions, booktalks, setting displays, delivering materials, and interviewing clients.

ABE HOME INSTRUCTORS — Adult basic education home instructors working out of libraries as paraprofessional aides were able to get client interests and deliver appropriate materials (KY, OH).

CLASS VISITATIONS — Project directors working with adult education programs and reachers were able to arrange class visitations to the library as a part of orientation (KY, AL, TN, GA).

IN-HOUSE SERVICES

ABE CLASSES IN LIBRARIES — Abe classes were conducted in libraries in cooperation with state grant and local adult education programs (TN, GA, OH, AL).

FAMILY LEARNING CENTERS — Family learning centers were developed in library facilities (OH, AL).

DISPLAYS — Displays--urging recruitment to library services and demonstrating specialized materials--were used to varying degrees in all sites.

MINI-PROGRAMS — Librarians provided special interest special interest presentations, discussions, materials, and displays available to ABE students in the library and in learning centers and classrooms (OH, SC, AL, WV).

INTERFILING FICTION AND NON-FICTION — Interfiling proved to be useful to the disadvantaged adult who was unaccustomed to library usage (GA, KY).

PROBLEMS	RECOMMENDATIONS
Deliveries must be made while classes are in session, but since most adult education progrmas meet in the evening, deliveries were limited and time consuming. Materials and equipment usually could not be left at the sites and had to be returned to the library.	Careful scheduling with the adult education teacher can help in efficient delivery and resolution of storage and handling problems.
Linking with paraprofessionals and assisting in materials selection requires pre-planning.	Paraprofessional ABE home instructors, volunteer home instructors, and other service agency representatives visiting in homes can identify problems and information needs, and can act as delivery/pick-up agents for the public library.
Scheduling with teachers and students, transportation, and orienting library staffs in preparation for visitations can be problematic if not well planned. The library must be prepared to demonstrate potential services and to deliver those services.	Transportation for visitations can be provided by school buses or by other agencies providing special transportation. Classroom teachers as well as students need orientation sessions prior to visitations.
State laws sometimes prohibit librarians from serving as instructors.	Libraries can assist ABE programs with materials, media, and services. An effort should be made to avoid duplication of programs. ABE in libraries makes library users.
Library schedules and hours sometimes inhibit access to the learning center.	Displays need to be changed or rotated frequently.
	Programs should be carefully planned and based on the special interests of the clients.
Initial interfiling is time consuming, but once completed, makes shelving easier than before.	

ACTIVITIES

INFORMATION & REFERRAL

Information and referral handbooks were developed and distributed to adult education programs and public libraries (AL, GA, SC, WV, TN).

I & R handbooks were distributed to all agencies and organizations listed in the handbook (AL, GA); United Community Services provided a telephone referral service in the library (WV).

An I & R handbook was distributed to adult education programs and used on bookmobiles in rural areas, and put next to the telephone in crossroads stores (KY).

POLICIES

GENERAL

Service policies vary in each library system, ranging from traditional to very progressive. The AAEC, working with state librarians and state adult education directors, deliberately selected sites that were already demonstrating progressive service policies. Successful project activities have produced both formal and informal policy changes.

OVERDUE FINES

Boards of trustees generally waived fines and fees for adult students. No fines are charged on bookmobiles (all sites).

FUNDS FOR SPECIAL SERVICES

Few libraries have special funds for special services. When boards understood the nature and scope of the problem, ways were found within existing resources to redirect or schedule for special purposes (all sites). Coping skills materials for disadvantaged adults have become a part of monthly book-orders and bookmobile routes and schedules were rearranged to serve new patrons in homes and in classes.

PROBLEMS	RECOMMENDATIONS
The AAEC's demonstration handbook proved inefficient. Handbooks are difficult to keep up to date, and I & R formats must be constantly updated.	A cross-index card file is probably the most efficient format for I & R.
Community agencies and adult education staffs are often too busy to keep records or to follow up on referrals.	Library I & R should be coordinated with all service and information-giving agencies in the community. Interagency efforts to develop I & R services open lines of communication that often lead to other kinds of coordination.
Information & referral services are rare in rural areas.	I & R can be delivered to rural areas on the bookmobile.
	Developing I & R services is demanding and time-consuming, and best accomplished as a single full-time task. Public libraries are best suited to provide I & R services, but most libraries are limited by their resources. The AAEC is publishing a guide entitled The Library as a Community Information and Referral Center.
Public libraries speak of universal services to total communities, while in reality serving only traditional library users. They rarely offer specialized services (other than to children).	Traditionalism in public library services can be alleviated through the recognition and understanding of need and common community aims related to poverty and undereducation.
Fees and fines discourage library usage by those clients who need information most.	Policies which might inhibit services to the disadvantaged can be changed.
New ordering procedures and new ways of obtaining different materials were difficult to resolve.	Special bibliographies and resource lists have been made available for the selection and ordering of new kinds of materials.

ACTIVITIES

OUTREACH SERVICES

Libraries have continued to broaden services to special client groups in uniquely different ways. All sites have increased the diversity and flexibility of library outreach services to a variety of social service agencies, schools, institutions, waiting rooms, business and industry, and homes.

IN-HOUSE SERVICES

In-house services have also changed. Reception areas have been reorganized to more comfortably serve the disadvantaged; new materials and their display have increased circulation; tours and orientation of new readers and adult education teachers have helped to change attitudes and services in libraries.

COORDINATION

SCHOOL LIBRARIES

School libraries were encouraged to open and to house special collections when ABE classes were in session at the school. All the library's reference tools and media were made available to ABE.

NEWSLETTERS

Libraries published newsletters reporting on inter-agency coordination and progress in serving the disadvantaged. (OH, GA) (Appendix C)

PROBLEMS

RECOMMENDATIONS

AAEC Library Service Guide No. 1: Materials Selection for Disadvantaged Adults;, No. 3: Using Pamphlets with Disadvantaged Adults; Coping Skills Categories: Areas of Adult Information Need; and Coping Skills Materials: A List of Sources. The AAEC has also completed a list of coping skills materials to be published by the Ameriacn Library Association.

As all services of public libraries change to accommodate the disadvantaged, facilities and arrangements within the library must also change. Careful understanding of the client groups by library personnel will expedite change. Training is necessary and can be provided in cooperation with adult education programs. (Library Service Guide No. 7: Evening and Weekend Library Services for Disadvantaged Adults)

Most school libraries needed additional adult collections including coping skills materials. The services of the school librarian or a substitute, and permission to open the facility were difficult to obtain.

Many easy to read and life/job coping skills materials are useful to older children and youth as well as to adults. Limiting the use of school libraries by the total community leads to costly duplication of materials and facilities.

Libraries, especially small libraries, have limited reproduction facilities. Time lags in production aged news and slowed efforts.

Newsletters and fliers serve several functions: to recruit clients, promote programs and services, give information on inter-agency coordination and services, for inter-departmental dissemination and involvement, to report progress to decision makers, to disseminate, and as questionnaires and survey instruments.

ACTIVITIES

ADVISORY COMMITTEES — The meeting of carefully structured advisory committees produced mutual agreements on realistic project goals and assessments of needs and resources.

JOINT WORKSHOPS — Joint workshops and conferences were necessary to initiate coordination of services. Librarians and ABE instructors worked together to develop changes in services, classroom instruction, and attitudes toward job responsibilities, clients, and cooperation. The workshops produced class instruction on library use, bookmobile stops at classes, and deposit collections in classes (all sites).

JOINT PUBLICATIONS — Joint publications were initiated involving librarians, ABE teachers, and agency representatives. Newsletters of the various agencies began reflecting new kinds of information-coordinated services. (OH, GA)

TOURS — Tours were arranged so librarians and adult educators could visit each other's facilities and programs. Adult educators observed improvements in materials collections and displays of special value to their students and learned firsthand about potential library services and linkages with ABE. Librarians were impressed by non-typical classroom instruction. Several adult education programs (AL, SC, TN) gave special in-service credit for visitations.

PROBLEMS	RECOMMENDATIONS
Unless decision makers attend the community planning session, the project's success cannot be guaranteed. It is difficult, but not impossible, to obtain a clear community assessment.	The organization and structure of the two-day planning sessions, which yield a "work agreement" for collaborative management by objectives, is the single most important activity of all AAEC demonstrations. It is a pattern which would be a part of all new project development. (Appendix D. "AAEC Agenda for a Two-Day Planning Session")
Scheduling and transportation are major problems. Diverse responsibilities and commitments inhibit information exchange and understanding.	Inter-agency confidence must be built and supported by decision makers.
Some difficulty was experienced in getting the names of ABE personnel to be involved because of the changing nature of adult education classes.	Visitations and conferences should be carefully planned on a long range basis and made a part of continuing in-service training and staff development activities.
	The assignment of liaison representatives can be helpful among agencies.
Meeting publication deadlines, printing schedules, and content-format needs limit coordination.	An exchange of publication deadlines, printing and format design, and calendaring schedules can be systematized to insure efficient coordination. (Sample publications, Appendix E)
Preparing publications (particularly new ones) can be expensive in dollars and staff time.	Existing publications should be considered as means of expanding new concepts about joint services and coordination.
Differences between the roles of the librarian and the adult educator sometimes inhibit the impact of the tours. Some teachers are afraid the visits are threatening to their students. Some librarians are threatened by the idea of working with disadvantaged persons.	Careful orientation prior to visitations is necessary. Funding for visitations, advanced and careful planning to make visitations as informative and efficient as is possible should be a part of the long range planning of each institution. (Reference: AAEC Library Service Guide No. 13: Group Tours of the Library for Disadvantaged Adults)

ACTIVITIES

INTER-AGENCY

Although the major thrust of the AAEC project has been to interrelate library and adult education services, the process has involved many other agencies as well. The kind and the number vary with the community (all sites).

SHARING OFFICES

Library and ABE personnel, in several instances, shared offices and responsibilities in the library/ABE projects. Working as a team in the same office but representing different institutions was a great asset to project coordination and in relationships with other professionals. (TN, AL, SC)

SHARING MATERIALS

The library provided materials, including media, speakers, and coping skills materials, to adult education classrooms. The ABE programs placed instructional personnel, materials, and equipment directly in the library. (GA, SC, AL, OH, TN)

Assistance, cooperation, and direct input of resources came from the DHEW regional offices, the state departments of libraries and education, the state regional offices, and local programs.

Institutions of higher education provided space and materials: Morehead State University provided coping skills materials and media to all AAEC sites for demonstration purposes; Auburn University provided materials and leadership on the training and use of volunteers; and Marshall University provided meeting spaces and materials for the West Virginia project.

LOCAL GOVERNMENT

The involvement of local government representatives has varied from site to site. Rural local government representatives have participated in community planning activities and are important in sanctioning the project efforts. Urban representation, while important, doesn't appear to be as essential as involvement in rural areas.

PROFESSIONAL STAFF

Professional staff members are ordinarily open to coordination but are constrained by time and energy.

PROBLEMS	RECOMMENDATIONS
The involvement of the decision maker is the key to interagency coordination.	Since successful coordination among agencies depend on a thorough understanding of the problem, decision maker participation in community planning sessions is essential to yield a workable agreement.
Similar responsibilities but dissimilar salaries, schedules, vacations, holidays, and other benefits are demoralizing.	An effort should be made by institutions to equate salaries and benefits for persons engaged in cooperative projects with similar responsibilities.
	The cooperation and sanction of various levels of government, whether regulatory or not, is most important to the success of projects of this nature. The involvement of officials insures a degree of support and dissemination that could otherwise not be obtained.
Ordering, cataloging, and related library controls delayed the delivery of materials to students and programs from Morehead State University.	Requesting help, services, and inputs from higher education in demonstration activities enables those institutions to be involved in innovation, influencing the training of new professionals.
Local commitments to service may be weak. Local decision makers may be unwilling or unlikely to encourage change that may threaten the status quo.	It is essential that an attempt be made to involve local government representatives, particularly in rural communities.
Many rural librarians are not trained. Salary schedules are low, discouraging commitment to work or extended effort.	Release time to consider new levels of coordination is important to success of initial efforts.

ACTIVITIES

ORGANIZATIONAL STRUCTURE

The strength and degree of involvement of the state agencies has considerable importance to project success. State departments of education have regulatory functions in certification, while the functions of the state library are advisory.

BUDGETS

Budget differences show up the differences in power and prominence. Coordination of resources and inputs from other agencies depends on strong commitment.

POLITICAL INFLUENCE

All project activities are subject to the political influence of the community. Program planners and promoters must be sensitive to the power structures of their community.

FUNDING

Most demonstration activities interrelating library and ABE services to the disadvantaged could not have been initiated without external funding and intervention. The success of the demonstration projects however, has led to replication in other systems of portions of the activities, simply by readjusting existing funding schedules and personnel.

Both public libraries and ABE are helped by coordination. Neither institution has a great deal of money for specialization for adults. With coordination, ABE can depend upon the library to find and acquire supplementary adult-relevant reading materials. Mobile units owned by either institution can deliver the services of both. A mobile learning center carries library books for check-out and a bookmobile carries a paraprofessional ABE teacher-recruiter to libraries and ABE.

PROBLEMS	RECOMMENDATIONS
Educational programs are governed by regulatory constraints. Libraries are largely independent and self-directing. Confusion exists in roles and responsibilities.	Roles and responsibilities must be clear. Work statements from community planning sessions help to clarify levels and degree of cooperation potentials.
Personnel may be comparable on organizational charts, but in terms of salary, budgets, and number of employees, one decision-maker may have far more power. As budgets increase, so does the status of the head person in terms of working with other agencies.	
Elective boards and offices of education engender strong political influences. This is rarely the case with the public library.	Representation of the governing bodies, particularly the chairperson, should be a part of the community planning session. Local government representatives should be kept informed of project activities through reports and personal contacts, and should be involved as much as possible.
Differences in funding tend to inhibit cooperation. Some libraries are funded by intangibles, or securities taxes while schools are funded through property (and some income) taxes. Exchanges of funds are forbidden and neither agency has jurisdiction over the other.	Efforts at coordination and cooperation must be based upon funding constraints and understanding of the constraints. Cooperation depends upon sensitivity, diplomacy, and mutual understanding.
Both institutions suffer from a lack of coordination, because they do not know existing services and needs. Not knowing, they cannot visualize the potentials for cooperation.	With cooperation the quantity, or numbers served, can be increased; the increase is a sign of effective programs in ABE enrollment and in circulation figures. The quality of services can change to serve the most needy rather than the most self-directed. Since resources of both institutions are limited (and threatened), cooperation and coordination makes sound economic sense. Demonstrable success yields larger support from the community administrators and legislators. Needs isolated by one service can be met by the other.

ACTIVITIES

NEEDS OF ABE AND OF LIBRARIES

Through coordination, ABE and libraries can (1) serve larger publics; (2) provide interagency professional help; (3) obtain data for accountability; (4) tap other sources and resources for support; and (5) extend public relations.

OBSTRUCTIONS TO COORDINATION

Most ABE students fail to see their problems as information needs.

Adult education and libraries need to work together to help adults develop the abilities to define a problem as a need for information, to search for the needed information, and to apply it (coping skills). To work together effectively, both institutions should be aware of those characteristics of many libraries that may inhibit their coordination.

Both librarians and adult education teachers must understand the trends in adult education programs which inhibit coordination.

PROBLEMS	RECOMMENDATIONS
It is difficult for decision makers to realize the benefits of coordination in the absence of understanding about existing and potential services.	
Differences exist among libraries' views of their purposes: to meet people's needs or to serve as a repository of knowledge.	
Rural libraries may have small collections, small circulation, and few dollars to provide new materials.	
Few libraries have specialists for disadvantaged adults, and many have minimally trained staffs. There may be resistance to serving disadvantaged adults.	
Many librarians are place/job bound and cannot develop outreach services.	
There is a tendency to view reading as an end in itself. Pamphlets containing practical information may be held in low esteem, or seen as too difficult to handle by librarians.	
Adult education hours are not concurrent with library hours.	
Adult education teachers are usually part-time employees with limited time to perform instruction.	
Adult education teachers are marginal in employment and status.	
Teachers are stationary and bound by time and task. They rarely seek the support of other professionals.	

ACTIVITIES

Some national trends also inhibit the coordination of the two institutions.

"SPIN-OFF"

COMMUNITY AWARENESS	Communities' awareness of their needs has grown as a direct result of ABE/library planning and activities. Assessment of community needs has led to service to other "unserved groups" within the community.
COMMUNITY PLANNING	Techniques used in the library projects in developing community planning strategies have been applied by other groups, including the national Right to Read effort and national community education development.
COORDINATED EFFORTS	State directors of adult education and state librarians have made initial contacts with one another for the first time and are beginning to generate cooperative program efforts. Similar contacts and coordination activities have been generated in and among libraries and other social service agencies. Teachers of adults and librarians in systems where there has been no previous library/ABE coordination have requested information and ideas to promote cooperation in their communities.
COPING SKILLS MATERIALS	The use of coping skills materials and sensitivity to adult need for such material has become an inter-agency concern.

PROBLEMS	RECOMMENDATIONS
Low or zero funding of both agencies and a waning of federal support for programs for the poor,	
Differences in funding patterns of both agencies confuse cooperative efforts.	
Other inhibiting factors at the federal funding level are unequal funding requirements, dissimilar organizational structures with unequal hierarchies and responsibilities, and diverse political influences which vary from program to program.	
It is not always possible to involve inter-agency decision makers, but their presence is essential in the project process.	Libraries can exert leadership in community planning, to make other agencies sensitive to the needs of the community and the service potential of the library.
Pre-planning and community assessments are difficult but essential to successful strategies.	Libraries can take the lead in community education demonstrating community planning strategies.
Dissemination for "spread" and "spin-off" must combine print and non-print with personal contact.	The AAEC is convinced that personal contact supported by presentations, publications, and discussion have led to inter-agency involvement and activity. AAEC materials should be more widely distributed for in-service training activities of both public libraries and adult education. Specific planning should be developed to bring the two groups together in training and orientation sessions.
Materials are difficult to locate and time consuming to acquire.	Select bibliographies and resource lists being prepared by the AAEC could be widely distributed and used.

ACTIVITIES

HIGHER EDUCATION	Graduate schools in adult education and library science are aware of the project and are using project generated materials in higher education classes. Materials are also being used in staff development activities.
HIGHER EDUCATION OUTREACH	University libraries have provided services to the disadvantaged beyond service to university students. Marshall University and Morehead State University have developed exemplar programs. The latter has applied Title IIa funds to serving local library projects for the disadvantaged.

PROBLEMS	RECOMMENDATIONS
The AAEC and its projects are unable to provide products and materials in the quantities requested.	AAEC publications are being prepared on newsprint for increased and inexpensive distribution. However, the AAEC recommends publication of all its products as copyright free materials.

Figure 5 on the following pages shows activities and relevant statistics by project in the areas of orientation of ABE and library personnel, materials, use of volunteers, clients served, circulation, kinds of materials purchased, dissemination, recruitment and promotion, student orientation to the library, delivery of materials and services, advisory boards, reader guidance, coordination with agencies and organizations other than ABE, and information and referral services. An "X" indicates that that project did participate in that activity.

DEMONSTRATION SITE	ORIENTATION OF ABE AND LIBRARY PERSONNEL					MATERIALS								
	LIB. ORIENTATION DURING ABE IN-SERVICE TRAINING	TEACHER LIBRARY VISITS	IN-LIBRARY WORKSHOPS	ABE IN-SERVICE	ABE CLASS VISITS	INTERFILED ADULT JUV. NON-FICTION	DEVELOPED BIBLIOGRAPHIES	BOOKMARKS	ASSESSMENT OF EXISTING HOLDINGS	DISTRIBUTED BIBLIOGRAPHIES	USE OF VOLUNTEERS	CLIENTS SERVED	TOTAL CIRCULATION OF MATERIALS	BOOKMOBILE CIRCULATION
ALABAMA	X					X	X	X	X	X	X	1,000	2,400	
GEORGIA	X		X			X	X			X		135		
KENTUCKY	X	X					X					688	3,870	
OHIO	X		X				X		X			1,092	6,902	
SOUTH CAROLINA	X	X					X					979	1,247	
TENNESSEE	X	X	X	X	X		X	X		X		8,221	3,343	1,653
WEST VIRGINIA	X	X	X				X	X	X	X	X			

Figure 5.

DEMONSTRATION SITE	MATERIALS PURCHASED							DISSEMINATION							
	FILMS	FILMSTRIPS	MAPS	PAPERBACKS	NEWSPAPERS	PAMPHLETS	SUPPLEMENTARY ABE INSTR. MTRLS.	ARTICLES	SPEECHES TO CIVIC GROUPS	LIBRARY CONFERENCES	ADULT EDUCATION CONFERENCES	WORKSHOPS	NEWSLETTERS	PERSONAL CONTACT
ALABAMA	X*	X*	X	X	X	X		X	X	X	X	X		X
GEORGIA	X	X	X	X	X	X	X		X	X	X	X	X (400)	X
KENTUCKY	X*	X*	X	X	X	X		X		X	X	X		X
OHIO				X					X	X	X	X	X (235)	X
SOUTH CAROLINA	X*	X*	X	X	X	X				X	X	X		X
TENNESSEE	X	X	X	X	X	X		X		X	X	X		X
WEST VIRGINIA	X*	X*	X	X		X			X	X	X	X		X

*purchased with special project funds and Title IIa funds for MSU Johnson-Camden Library

DEMONSTRATION SITE	RECRUITMENT AND PROMOTION											STUDENT ORIENTATION TO LIBRARY		
	COMMUNITY WALKS	FLYERS	DOOR-TO-DOOR	SPEAKERS	POSTERS	FAIRS	RADIO	TV	NEWSPAPERS	NEWSLETTERS	TELEPHONE CONTACTS	ORIENTATION KIT	LIBRARY TOURS (formal)	ABE CLASS VISITS TO LIBRARY (formal)
ALABAMA	X		X		X			X	X			X	X	X
GEORGIA		X	X		X				X	X		X	X	
KENTUCKY			X									X	X	
OHIO	X	X	X (171)	X	X	X	X		X (3)	X	X (1189)	X		
SOUTH CAROLINA			X	X				X				X	X	X
TENNESSEE					X		X					X	X	
WEST VIRGINIA							X	X				X	X	

DEMONSTRATION SITE	DELIVERY OF SERVICES AND MATERIALS										ADVISORY BOARDS
	BOOKS BY MAIL	JAILS	MENTAL HOSPITALS	BOOKMOBILE/MULTI-MEDIA VAN	LEARNING CENTER LIBRARY	ABE CLASS IN LIBRARY	DEPOSIT COLLECTIONS	SEPARATE IN-LIB. COPING SKILLS COLLECTION	PAPERBACK BOOKS FOR SALE AT COST	LIBRARY CARDS	ADVISORY BOARDS
ALABAMA		X		X	X (1)	X	X	X		X	X
GEORGIA				X		X	X	X	X	X (260)	X
KENTUCKY	X			X				X		X	X
OHIO		X			X (1)	X (4)		X		X (57)	X
SOUTH CAROLINA			X	X			X			X (151)	X
TENNESSEE				X		X		X		X (1531)	X
WEST VIRGINIA											X

DEMONSTRATION SITE	READER GUIDANCE				COORDINATION WITH AGENCIES AND ORGANIZATIONS					INFORMATION AND REFERRAL SERVICES		
	READER CHECKLIST	INDIVIDUALIZED SELECTION	BOOK TALKS	LIBRARY TASKS IN ABE CURRICULUM	BUSINESS	SOCIAL AGENCIES	UNIONS	HIGHER EDUCATION	SCHOOL LIBRARIES	TELEPHONE REFERRAL (reference)	HANDBOOKS	PERSONAL CONTACT REFERRAL
ALABAMA	X	X				X		X		X	X	X
GEORGIA		X			X	X	X			X	X	X
KENTUCKY	X	X		X				X		X	X	X
OHIO		X			X	X				X		X
SOUTH CAROLINA	X	X		X		X		X	X	X	X	X
TENNESSEE	X	X				X				X		X
WEST VIRGINIA	X	X				X		X		X	X	X

CONCLUSIONS AND RECOMMENDATIONS

The Appalachian Adult Education Center has concluded that there are some general workable processes for:

(1) coordinating public libraries and adult basic education organizationally, and

(2) delivering usable library services to adult students.

These processes will only work with negotiation among the interested parties, sensitivity to the constraints of the local situation and to people's fears, and flexibility in the face of changing circumstances and unexpected blocks. The following summary of the AAEC's conclusions could be used as a checklist for developing coordinated services.

RECOMMENDATIONS FOR COORDINATING LIBRARIES AND ADULT EDUCATION ORGANIZATIONALLY

Starting to Coordinate

1. One of the two institutions must determine to initiate the coordination. It doesn't matter which one--whichever sees the need. However, since adult education has already specialized its services to disadvantaged adults, it is sometimes easier for the library to get itself together internally in terms of services to the undereducated before the initiation of coordination.

Reviewing Needs

2. A demographic review of the needs of the disadvantaged adults in the local public-library-public-school service area should be done--jointly by the head librarian and director of adult

education if possible. All needs should be reviewed, not just educational and informational needs out of context.

Interviewing Adult Clients

3. A few adult students should be interviewed about their library usage and informational needs by the head librarian and director of adult education. These interviews must be very low-key, or all involved will feel threatened. It is important, however, that this step not be delegated to other staff members.

Community Planning

4. A community planning session of at least two-days duration should be developed by the institution initiating the coordination of services--with the other institution's help. Adult students should be included in the planning session, as well as agency personnel who offer services to undereducated and to poverty-level adults. It is recommended that the agency representatives be asked to involve some of their clients in the planning session also. (For recommended lists of individuals who can be helpful in urban and rural planning, see the Appendices to Volume II.) The teachers and the library staff and trustees should be there, not just the administrators. The community planning session should be undertaken, following the format in Volume II--needs, resources, detailed plans. A realistic work agreement should result.

Community Advisory Panel

5. A community advisory panel should be established with well-defined functions. The panel should aid the library/ABE coordination both as a group and through individual contacts. The advisory board should be involved in the library and adult education staff development where possible.

The Library Board

6. The library board should pass on the plans of the community planning group (of which they were hopefully a part). If the board has never established priorities for services to different publics within the library service area (which most have not), they should. This is a very important chore in terms of insuring library services for not only disadvantaged adults, but other community publics. The process of setting priorities creates awareness of what is and is not available to different people. If necessary, the adult education director should deal with a similar governing body.

Library/ABE Negotiations

7. Based upon the work agreement into which they had large in-put, the library and adult education administrators need to negotiate on facilities, resources, and staff responsibilities.

Staff Orientation and Training

8. The library and adult education staffs then must receive careful orientation and in-service training in specific methodologies.

In the experience of the demonstration centers an over-all orientation meeting may be all right, but specific interest and trial level training (see Volume II) must be accomplished in small groups at a series of informal sessions--not at one big meeting.

Visits

9. The librarians and teachers should visit each other at work.

Communication

10. A method needs to be developed for on-going dialogue between the responsible library staff and the adult educators. This, too, should not be formal nor time-consuming. The teachers must be made to realize that they have a real supportive function with the librarians who are not familiar with serving undereducated adults. Frequently the adult educators recognize the services the librarians can provide to them and their students, but don't recognize their obligations to the library staff.

Reporting to State Authorities

11. A reporting system to state administrators should be developed from both the library and adult education. The state authorities need the information on interagency coordination, and the local agencies need the support of the state agencies.

Evaluation

12. A simple, non-time-consuming, non-threatening evaluation system should be developed which can provide feedback about the success of the coordinated services--as seen by the staffs,

the clients, the administrators, the community advisory board, etc.

A Professional Library

13. Establishing a professional library for the librarians and adult educators on services to undereducated adults is recommended.

The guiding rule for coordinating institutions seems to be to take nothing for granted--get every detail out on to the table and then negotiate until everyone can live with the solutions. At some time during the project in every state, coordination had setbacks because of "personality problems." Some people seem particularly hostile--either towards disadvantaged people generally or towards professionals from other disciplines--or they simply don't want any more work and see services to the disadvantaged only as a net loss in terms of work hours, not anticipating successful services. In any case, fear and misunderstanding appear to be the root causes. Usually, if those desiring to coordinate services realize this and take an understanding rather than a blaming attitude toward the blocking person, matters tend to resolve themselves into expanded services.

DELIVERING USABLE LIBRARY SERVICES TO ADULT STUDENTS

The guiding principle for services to disadvantaged adults seems to be accommodation to different individual life styles. This becomes ever so slightly less complicated in serving students in adult education in comparison to serving disadvantaged adults in the wider community. For a while they have one thing in common--they go to the adult education program. One can find them there--together. If we can successfully expose them to services while they are approachable through adult education, the library habit may be theirs for life. Also, the concept may spread to their families, friends, and neighbors.

The following steps seem to be the process the AAEC projects arrived at after experimentation in designing services for undereducated adults enrolled in adult education. In overview, the process is: take the service to the people; take the people to the service; adjust the service for continued use.

Identifying The Need

1. The library staff needs to enlist the advice of the adult students and the adult education staff on the needed subject areas for print and (if money allows) nonprint materials.

Assessing The Collection

2. A minor or major assessment of the library collection needs to be accomplished to ascertain whether the requested topic areas exist in easily read and easy-to-use form. In addition, some

libraries use the AAEC Coping Skills Categories to assess their collections--to anticipate up-coming topic requests.

Filling The Gaps

3. Materials should be ordered to fill in weak or missing topic areas. The materials should be of few words but highly useful to adult problem-solving. Unfortunately, these materials are not necessarily available from usual library supply houses. Fortunately, up to forty percent of the needed materials will be free or inexpensive--less than five dollars per item. Where possible, free pamphlets should be ordered in sufficient quantities to allow for some giveaways. In the meantime, library services should be demonstrated at the adult education program.

Visiting the ABE Program

4. First, library staff should visit the adult education program with sample materials discovered during the assessment of the collection. Tennessee and Kentucky combined library staff visits with the bookmobile visiting the adult education program--as a demonstration of one aspect of library services. The main rules for the librarian's visit are informality, a high degree of personalization, and a discussion of the services of the library rather than how to use the library (e.g., the card catalog).

Matching Materials To People

5. Information should be collected for materials selection for individuals. There is much debate among the AAEC project directors over the usefulness of readers profiles (1) during the librarian's

first visit, or (2) by the adult education staff. The consensus seems to be that something needs to be done to tailor initial services to users, but that readers profiles--the logical means in the face of it--don't have a good return on the investment of time and money. "Personal contact" is cited as the best means, but since librarians don't have computers for minds, they probably need to write down reminders to themselves about individual interests and needs. It is interesting to note that the urban projects, with the greatest number of adults to remember, are the most skeptical of readers' profiles. The rural Kentucky project used them continuously and effectively.

There are all kinds of logistical problems involved with the seemingly simple matter. The easiest method seems to be to have the enrolling adult student fill out applications for himself or herself and family members. (This eliminates the need for identification and/or references, which are required so often by library systems, and which the undereducated often do not have.) The adult education program sends the applications to the library. The library mails the cards directly to the adult students' homes. The latter is much simpler than trying to get the cards back to the right adult education program when the student is there. An alternative method is to have the librarians collect applications during their visits to the adult education programs. That method, of course, only touches those adults present at the time of the visits.

Delivering Materials to ABE

7. Library materials should go to the adult education programs for specific individuals at least once--as a demonstration of the relevance of the library materials to individual needs and interests.

The urban libraries claim indifferent success in achieving this step. They say that upon return to the adult education program with the materials, many of the original students--for whom materials were brought--have left, and others--for whom no materials have been brought--have come.

Two of the rural sites have found this initial demonstration of services important in encouraging library use. Kentucky simply mailed materials to newcomers.

Coping Skills Materials

8. If possible, a small collection of coping skills materials should be made available by the library to the adult education program. Where adult education meets in borrowed facilities, this is difficult. However, a box with a handle can house a movable teachers collection which can be exhibited face up--a minor but necessary matter--when in use. Wherever possible, the library should also make short-term loans of multi-media materials and equipment to adult education.

Library Tours

9. Tours to the library by the adult students and staff should be arranged--first to the nearest branch (if one exists), next to the main library. One big problem is transportation--

which cannot be taken lightly in these days of energy crisis and low income-in-relation-to-expenses. School, church, community action, and senior citizens buses have been used, as well as car pools and volunteer drivers.

The tour should be highly personalized. If the regular staff has not been highly trained and sensitized for this initial in-library contact, specially trained librarians should conduct the tours. However, it seems more sensible to train the regular staff since they will be the people with whom the new library users come into contact if they return.

Library Assignments

10. Assignments requiring library usage should become part of the ABE/GED curriculum--in both academic and life coping content areas.

Adult education staffs need training in teaching the application of newly developing skills to everyday problem-solving. This step is difficult for many adult educators. However, teaching a library habit can be a lifelong gift from the teacher to the adult student.

Advice from ABE Clients

11. The library staff should gather advice from the adult students about needed adjustments of library services in their home communities--changes in bookmobile routes and hours, deposit collections, branches, books-by-mail, changes in hours of existing facilities, interfiling adult and juvenile nonfiction, paperback and magazine exchanges, displays, eliminating fines, developing community information and referral services--that reasonably can be done to make library services more accessible.

Recruiting

12. The library staff and adult educators should collaborate on recruiting new students to adult education and library services.

The AAEC's extensive research into recruiting disadvantaged adults shows that word-of-mouth must be relied upon almost exclusively for actual recruiting. However, mass media and print (such as brochures and leaflets) can be used successfully as a back-up and legitimatizer of the recruiters. Referrals from agency personnel are very useful for those who are already receiving some kind of community service. They do not, of course, touch the many who are not involved with any service. If the funds exist in the library or adult education budget, paid recruiters are very effective.

Adult Education In The Library

13. Adult classes can be established in libraries.

It should be emphasized that this very useful service does not need to be a large budget item. Most public adult education can provide a teacher or teachers and instructional materials wherever there is a demand. The library does not need to invest in these. However, advance planning, special coping skills materials collections, and structured library staff time to connect the adult students with the materials are very important.

Speakers

14. The library, which tends to have cross-community contacts, can help to find speakers on problem areas as defined by the adult students. Buying second cars, credit buying, gardening, rearing teenage children, attitudes toward sex, and caring for the elderly are popular topics.

CONTINUATION PAST FUNDING

This report marks the conclusion of AAEC involvement in the Library/ABE projects in Alabama, Kentucky, South Carolina, and West Virginia.

ALABAMA

In Alabama the project is continuing under the direction and with the support of the Birmingham Public Library. The state library and state department of adult education have been very supportive of the project.

KENTUCKY

In Kentucky the bookmobile still travels to adult education classes at night. Books-by-mail continues, as does stress on coping skills materials.

SOUTH CAROLINA

In response to need in South Carolina, the Richland County Public Library has taken over from the Richland County Public Schools the support of the library aides offering services to adult education.

The AAEC was particularly pleased since the county library was not formally allied in any way with the AAEC project in its second year.

WEST VIRGINIA

In West Virginia neither the coordination of the library and ABE nor the specific library services to disadvantaged adults were as highly developed as they were in the other three sites by the end of the two years. The policy of the library administration was to move deliberately and slowly--not to attempt instant program change. However, services and coordination have continued to grow past the funding period.

One of the counties has built an adult learning center into it's new public library. Librarians continue to visit and to provide services to adult education programs. Library tours by adult students continue. The coping skills holdings were separated from the main collection and have a high circulation. Community information and referral services are being developed.

CONCLUSIONS

In conclusion, in conducting seven demonstrations of the coordination of library and ABE servcies in 1973-74, the AAEC has found that:

(1) The public library is one of the institutions central to the upgrading of the economically and educationally disadvantaged.

(2) Public libraries can work together with adult educators to coordinate services. The two staffs need each other's support.

(3) Strong measures must and can be taken by local libraries to serve an unserved special public.

(4) These measures can be taken without new money or new staff. (Indeed, to argue otherwise is to suggest that service to disadvantaged adults is not a basic function of the local library within its fundamental funding and staff time.)

(5) American library personnel have consistently appeared to underestimate the contribution of the public library to social mobility.

(6) Educators and employers cannot upgrade the uninformed: public library services must precede or be contiguous with educational and occupational upgrading.

(7) Disadvantaged adults will utilize useful information if (a) they have access to it--if the information is available where and when they can use it; and (b) the materials are presented in a form which they have the skills to use.

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